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ABSTRACT

This report is designed to acquaint secondary school teachers and other interested individuals with a redesigned business education program for New York state. The program, reviewed in ten sections, focuses on competency identification, new modules, curriculum patterns, regent's examination modifications, etc. Initially, challenges facing business education, such as enrollment and employment trends, skills needed for entry level employment, and financial restraints are discussed. In sections 2 and 3 priorities of the business education curriculum and program are briefly outlined. Entry level competencies in bookkeeping, accounting, and office assistant positions are cited as program priorities. Section 4 reviews essential competencies in basic understandings, attitudes, and skills. The fifth section identifies ten core competencies, ten specialized office assistant modules, eleven specialized bookkeeping/accounting modules, and eight specialized personal business management modules. The following section depicts the role of an instructional support system for occupational education in the curriculum development process. Section 7 briefly previews a future guide for utilizing instructional strategies. State testing program modifications are described in section 8. A time line, from May 1977 to June 1985, for meetings, workshops, and reports, is scheduled in the tenth section. The final section categorizes core and specialized module examples for funding considerations. (CSS)

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CE

A DESIGN TO IMPLEMENT THE STATEWIDE BUSINESS EDUCATION REVIEW COMMITTEE REPORT

PRESENTED BY THE BUREAU OF BUSINESS EDUCATION

SPRING, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 020 249

IMPLEMENTATION OF THE NEW BUSINESS EDUCATION CURRICULUM

For our purposes, implementation is defined as the putting into practice of a particular change. In this case, the total redesign of the business education program in the secondary schools of New York State.

A cardinal principle of affecting change is to recognize the multi-dimensional aspect of implementation. To do this, we have derived a set of guidelines which identify systematically the things to be taken into account in dealing with the elements of implementation.

Structural changes are the easiest to see and measure: identification of competencies, new modules, different curriculum patterns, modification of regents examinations, etc. Business teachers and administrators can readily react to the element of structure. Our new program can be examined in order to identify the features that characterize it. With this knowledge, school administrators will be able to plan adaptations to meet local conditions.

The elements of knowledge/understanding and attitudes or values of people are more complex in nature. Cognition is vital. In order to effectively use the new program, teachers must have the knowledge and understanding about the philosophy, goals, and means of program change. The quality of implementation is directly related to the extent that the people involved; administrators, teachers, students and business community accept the change in direction.

The report of The Statewide Business Education Review Committee and presentations at area meetings and state conventions are the vehicles being used to acquaint people with the process of change. Workshops in the developmental stage are designed to give participants a background as to the reasons for initiating a curriculum redesign.

It is planned to have periodic follow-up workshops with teachers as they experience the implementation. This interactional component will provide support for teachers as they exchange valuable program information concerning implementation problems and/or local modification. This network is planned as an on going process.

Challenges Facing Business Education

A. Enrollment trends

Since 1962-3 - 1977-8:

Secondary School Enrollments Increased	27%
Total B.E. Enrollments Fell	4.1%
Occ. B.E. program completers fell	35.7%
Average class size in advance B.E. courses fell to	13.2

From 1977-8 to 1990-1 Secondary School enrollments are expected to decrease 28.6%

In 1963 Business Education enrollments represented 57% of secondary school enrollments. By 1978 it had fallen to 43%. If B.E. maintains its 43% portion of secondary schools, it will lose 165,000 students.

Average class size for all Business Education courses is 23.7 students. However, advance course enrollments show extremely low average enrollment:

Shorthand II	10.8
Sec. Pract.	11.3
O P I	17.3
O P II	13.7
Bookkeeping II	14.3
Typing II	18.8

B. Employment trends

Business and Office represent 49.7% of entry level occupational employment opportunities.

Labor Department projects that the number of entry level employment opportunities for business education will increase substantially between now and 1985. This is not true of most other occupational areas.

Occupational Business Education program completers are experiencing sharp decreases while labor market needs are increasing substantially.

C. Skills and competencies needed for entry level employment

Business and industry continue to note need for communication skills, organizational and planning skills, business and computer literacy and basic keyboarding as essential entry level competencies.

D. Financial restraints

E. Changing attitudes of students
   a- career education
   b- changing role of women

F. Changing priorities of the Educational System

Priorities of Business Education Curriculum

The following are the tentative priorities for the Business Education Program:

Students in occupational business programs
Students in academic programs requesting occupational business skills
Students desiring personal use skills
Students in occupational programs other than business education, needing business skills

If we are to offer programs to meet the needs of all four of these important groups of students, we must carefully determine the common and unique components of each program. Then, we must develop a curriculum design which will enable us to teach the essential competencies needed for each area without a duplication of effort.

Business Education Programs

The new occupational programs are based upon the competencies needed for entry level employment in each of the following areas:

Bookkeeping
Accounting
Office Assistant < General Clerical
Executive Office

The Personal Business Management program is designed to enable our graduates to effectively manage their own business affairs.

Essential Competencies

An analysis of the Statewide Review Committee recommendations, ISSOE, and V-TECS note the need for all business students to develop the following competencies:

I. BASIC UNDERSTANDINGS

A. Career Options
   The ability to:
   1. locate, evaluate and use occupational information to explore possible career paths
   2. select appropriate career goals in terms of personal values, interests, and abilities

B. Work Ethic

The ability to:

1. regulate oneself for the sake of improvement
2. plan, organize, and prioritize activities to effectively utilize time
3. accept responsibility
4. improve oneself by one's own action
5. assess one's own worth
6. display positive energy or aptitude in the initiation of action
7. develop the quality of being punctual
8. apply the principles of acceptable dress and grooming

C. Self-Worth

The ability to:

1. develop a positive regard for one's own understanding or position
2. recognize the value of and contributions made by the individual to society

D. Business Literacy

The ability to:

1. relate basic economic principles to socio-economic problems
2. conceptualize the role of the business firm and the individual within the economy
3. make the proper selection and use of available resources

E. Business Terminology

The ability to:

1. correctly use common business terminology

II. BASIC ATTITUDES

A. Adaptability to Change

The ability to:

1. maintain a healthy attitude toward the changes that are and will take place
2. learn alternative procedures or new equipment
3. take appropriate action in overcoming problems and difficulties

B. Interpersonal Relations

The ability to:

1. interact with others in social and vocational situations
2. accept criticism and use it as a means for improvement
3. recognize the rights of others

III. BASIC SKILLS

A. Decision Making/Analytical Abilities/Problem Solving

The ability to:

1. define a problem
2. analyze and weigh alternative actions
3. decide on a solution or course of action
4. set priorities in terms of tasks to be done or actions to be taken

B. Computation Skills

The ability to:

1. add, subtract, multiply, and divide integers, fractions, and decimals with a high degree of accuracy
2. use an appropriate method to check answers
3. estimate the product or quotient
4. convert percents to fractions
5. write percents as decimals
6. write decimals as percents
7. represent fractions as percents
8. solve quantitative problems

C. Language Arts

1. Writing

   The ability to:

   a. use correct English grammar, capitalization, word division, and writing of numbers
   b. supply correct punctuation in written material
   c. spell correctly
   d. compose clear, concise communications, both "active" as the word originator, and "reactive" in response to previously initiated correspondence

2. Reading

   The ability to:

   a. read with comprehension
   b. demonstrate average command of word meaning and usage
   c. reread and correct copy before turning it into a finished product

3. Speaking

   The ability to:

   a. orally transmit information in a clear and concise manner
   b. use proper telephone techniques
   c. select the most appropriate telephone service
   d. use the telephone correctly

4. Listening

   The ability to:

   a. listen in rapport and to analyze conversation

D. Keyboarding

The ability to:

1. demonstrate proficiency in high volume keyboarding skills

E. Filing

The ability to:

1. use and maintain a records management system

Competencies into Modules

The following core and specialized modules have been identified for the Business Education Curriculum:

CORE COMPETENCIES

THE WORKING CITIZEN

A. Personal interests and abilities
B. Occupational trends
C. Career information and requirements
D. Coping with the changing work environment
E. Educational planning
F. Career decisions

BASIC ECONOMIC CONCEPTS

A. The role of an individual within a firm or organization
B. The role of a firm in the private enterprise system
C. The interrelationship of the American Political and Economic Systems
D. The role of government in our economic system

DECISION MAKING/SOLVING PROBLEMS

A. Identifying problems
B. Defining problems
C. Analyzing and weighing alternative solutions
D. Making decisions
E. Executing decisions
F. Feedback
G. Evaluation results

COMMUNICATION

A. Non-verbal communications
B. Verbal communications
    1. Placing telephone calls
    2. Receiving telephone calls
C. Listening skills
D. Written communications
    1. Originating correspondence
    2. Editing and reviewing correspondence
E. Reading skills

COMPUTER LITERACY

A. The computer components
B. Modifications of routine office-support functions to computerized information systems
C. Interacting with the computer
D. Capabilities and limitations of computers

SOCIAL INTERACTION IN BUSINESS

A. The need for human relations
B. Communication for good human relations
C. Human relations and career information

ORIENTATION TO DATA

A. Collecting data
B. Analyzing data
C. Reorganizing data
D. Presenting data
E. Making decisions from data

KEYBOARDING

A. Typewriting keyboarding
    1. Basic machine parts
    2. Keyboard mastery
    3. Speed and accuracy development
B. Calculator keyboarding
    1. Basic machine parts
    2. Keyboard mastery
    3. Speed and accuracy development

(Advanced Grade Levels)

JOB SEEKING AND BEHAVIOR ON THE JOB

A. Preparation for job application
B. The interview
C. Selection of the right job offer
D. Reasons for failure to gain employment
E. Why employees lose jobs

ON THE JOB

A. Employment and agency relationships
B. Understanding your paycheck
C. Characteristics of a worker which lead to promotion
D. Job satisfaction and performance needs
E. Continuing education
F. Employment legislation

SPECIALIZED MODULES FOR OFFICE ASSISTANT

SHORTHAND THEORY

A. Theory of the system
B. Reading
C. Writing
D. Taking dictation

SHORTHAND TRANSCRIPTION

A. Preparing the notebook
B. Punctuating the dictation
C. Transcribing

SHORTHAND SPEED DEVELOPMENT

A. Theory reinforcement
B. Reading
C. Building writing speed
D. Office-style dictation

FILING AND RECORDS MANAGEMENT

A. Records management systems
B. Establishing a filing system
C. Basic filing systems
D. Filing techniques
E. Information retrieval
F. Maintaining a records management system

BASIC TYPEWRITING COMPETENCIES

A. Centering
B. Enumerations
C. Typing on pre-lined and pre-ruled paper
D. Typing tabular materials such as tables, columns, or rows of figures.
E. Introduction to voice-writing machine.

TYPING OFFICE CORRESPONDENCE

A. Business letters
B. Interoffice memorandums
C. Review of communication mechanics
D. Machine transcription

ADVANCED TYPEWRITING APPLICATIONS

A. Typing from unarranged copy
B. Typing edited copy
C. Manuscripts and reports
D. Typing pre-printed business forms
E. Letters with tables, itineraries, minutes of meetings, news releases.
F. Machine transcription speed building.

PERSONAL BUSINESS MANAGEMENT FOR EXECUTIVE

A. Scheduling of appointments
B. Preparing a day's schedule for executive
C. Making travel arrangements
D. Preparing executive's business expense statements
E. Contacting informational sources outside of office.
F. Assisting at conference arrangements

SPECIALIZED MODULES

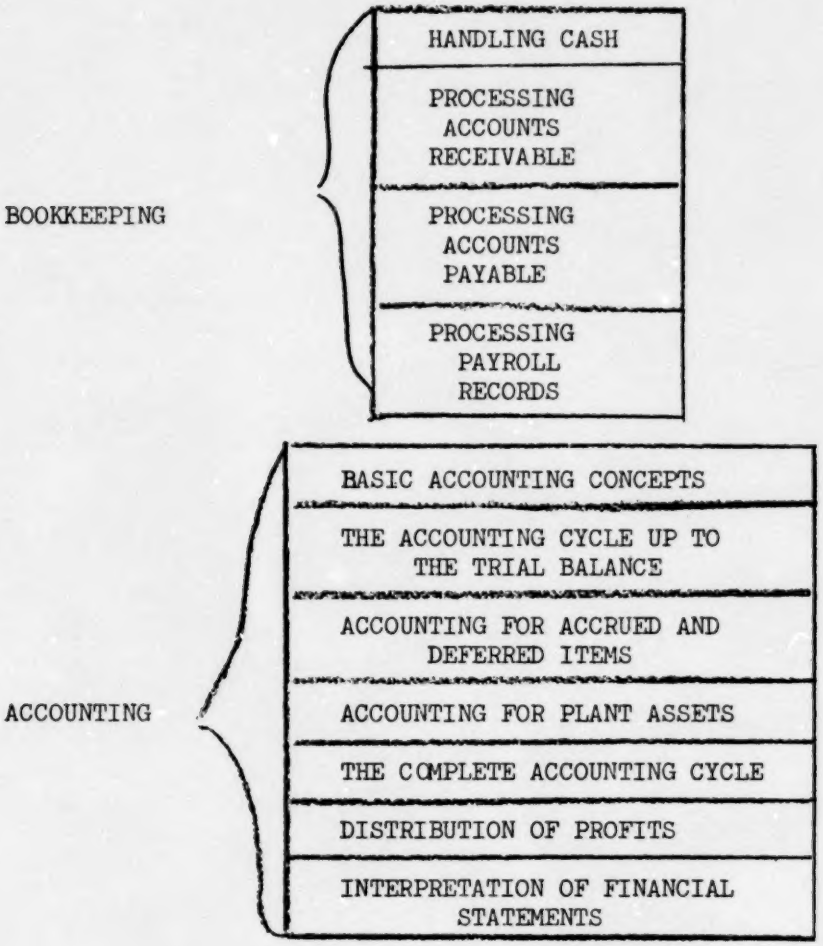
ORGANIZING AND PLANNING

A. Utilization of equipment and supplies in terms of quality and overall economy
B. Planning and prioritizing one's work assignment
C. Handling the mail
D. Copying processes

OFFICE RECORDKEEPING

A. Maintaining a checking account
B. Handling petty cash
C. Keeping payroll records
D. Processing requisitions
E. Completing invoices
F. Keeping budget records

SPECIALIZED MODULES FOR BOOKKEEPING AND ACCOUNTING



SPECIALIZED MODULES FOR

PERSONAL BUSINESS MANAGEMENT

Understanding Your Paycheck

A. Gross Income
B. Withholdings and Deductions
C. Disposable Income

Your Income-Your Life

A. Needs
B. Wants
C. Establishing Goals
D. Financial Implications
E. Lifestyle Analysis

Housing

A. Whether to Buy or Rent
B. Renting
C. Buying A Home

Maintaining Personal Records

A. Maintaining A Checking Account
B. Using A Budget
C. Preparing Income Tax Forms
D. Verifying and Paying Bills

Using Legal Assistance

A. When To Seek Legal Assistance
B. Where to Seek Legal Assistance

Personal Protection

A. Insurance Coverage
B. Private and Public Protection Agencies

Wise Spending

A. When to Buy
B. What to Buy
C. How to Pay

Disposition of Property

A. Selling Real and Personal Property
B. Rules of Descent and Distribution
C. Wills

Curriculum Development Process

ISSOE will be used as the vehicle for the development of the Business Education curriculum.

The Instuctional Support System for Occupational Education (ISSOE) constitutes a major trend toward the development of teacher-generated instructional outcomes and modularization of instruction in occupational education. Identification of student competencies in occupational program clusters, together with designation of measurement devices to determine when student record of competencies achieved will result in development of an employability profile for each student instructed in this mode.

ISSOE is built upon cooperation and articulation among many institutions throughout the State of New York. It focuses efforts of State Education Department bureaus, research and training institutions, teacher education agencies and both regional and local school districts on the major goal of providing improved instruction for occupational education students. In addition, the initial task analysis studies are conducted in the development of new program areas, an essential and unique feature of the support system is regional validation. Project coordinators create a working relationship with business and industry through regional advisory councils. Council and craft committee members review modules for student competencies and the level of performance expected. In this way, assurance increases that students are being prepared for the realistic demands of the work world.

The most significant type of articulation which occurs in ISSOE is the interchange in the refinement of modules which occurs among teachers throughout the State. Modules are developed within group processes and groups interact in relation to them during the school year. Teachers' involvement, cooperation, and exchange of ideas constitutes the major articulative value of the system and will be further enhanced as it moves more deeply into postsecondary and adult levels.

ISSOE provides modularized guides to instruction but does not dictate the method of instruction to be used. Teachers utilize modules according to their own teaching effectiveness. Modules are adaptable to traditional group procedures or to full or modified individualization of instruction. Ideally, modules lend themselves to fully individualized programs and will be used this way in more districts; however, flexibility is the distinct advantage which they provide. Where teachers need assistance in adapting modules to classroom use, training institutions will be available to provide that assistance through regional ISSOE coordinators and inservice programs that relate to professional or technical needs of the instructor.

Instructional Strategies

A key in the development of the revised Business Education Curriculum is effective use of instructional strategies. The Bureau will be releasing a Guide For The Use of Instructional Strategies in Business Education this spring.

Testing

The following modifications will be made in the state testing program:

It is anticipated that a dual series of examinations will exist while the present program is phasing out and the new program is phasing in.

Current plans call for the offering of regents examinations in Business Law, Shorthand II and Transcription, Bookkeeping II and Accounting, and the Typewriting Competency Examinations through June 1984. The regents examination in Business Mathematics will be offered through June 1983. As these examinations terminate, new regents examinations will be placed in the new program.

The core competency test will be made available for use by September 1982, and the new regents examinations will be fully in place by June 1985. Regents examinations will be offered in Bookkeeping/Accounting, Executive Office Assistant, General Clerical and Personal Business Management. These examinations will also be available for use, on a request basis, before June 1985 to satisfy the needs of accelerated students.

Time Line

The following time line has tentatively been identified

May 1977	Establishment of Statewide Business Education Review Committee
June 1977-June 1978	Statewide Business Education Review Committee meetings in New York City, Albany, Buffalo, Rochester, Syracuse, Swan Lake.
	Area Business Teacher Meetings. Discussion of goals and purposes of Statewide Business Education Review Committee
October-December 1978	Presentation of statistical information substantiating a need for change. Presentations given to a variety of groups from the educational and business communities.
1979 January	Report of the Statewide Business Education Review Committee distributed to high schools, colleges, selected businesses, and special-interest groups.
January-May	Identification of entry-level positions in business. Referencing of competencies to positions. Initial program redesign: identification of modules, program configurations.

March-April (Spring Area Leader Meeting)	-provide overview of proposed redesigned Business Education Curriculum. -Introduce ISSOE curriculum development process.
May 1	Due date for reaction sheets to committee's report.
May	Business Teacher's Association of New York State Annual Convention. Theme: "Futurizing Business Education". Workshops in specific skill areas on program redesign.
June	Meeting of Statewide Business Education Review Committee to consider modifications based upon reactions to report.
July	Inservice Workshops: "Improvement of Instruction in the Secretarial Program "Development of Competency in Computer Literacy".
September	Distribution of interim Administrative Handbook For Business and Office Education. This publication will show new program design, 3-unit sequences, and requirements for Regents diploma endorsement on diplomas.
Spring and Fall Area Meetings	Update reports on progress to date. Discussion of interim handbook.
September-June	Develop and refine Business Education curriculum through ISSOE.
1980	
Spring and Fall Area Meetings	Discussion of core and specialized competencies. Flexibility of program scheduleing.
July	Inservice Workshops: topics to be selected.
September-June**	ISSOE
1981	
Spring and Fall Area Meetings	Topics: Implementation of new curriculum core competency examination
July	Inservice Workshops: topics to be selected.

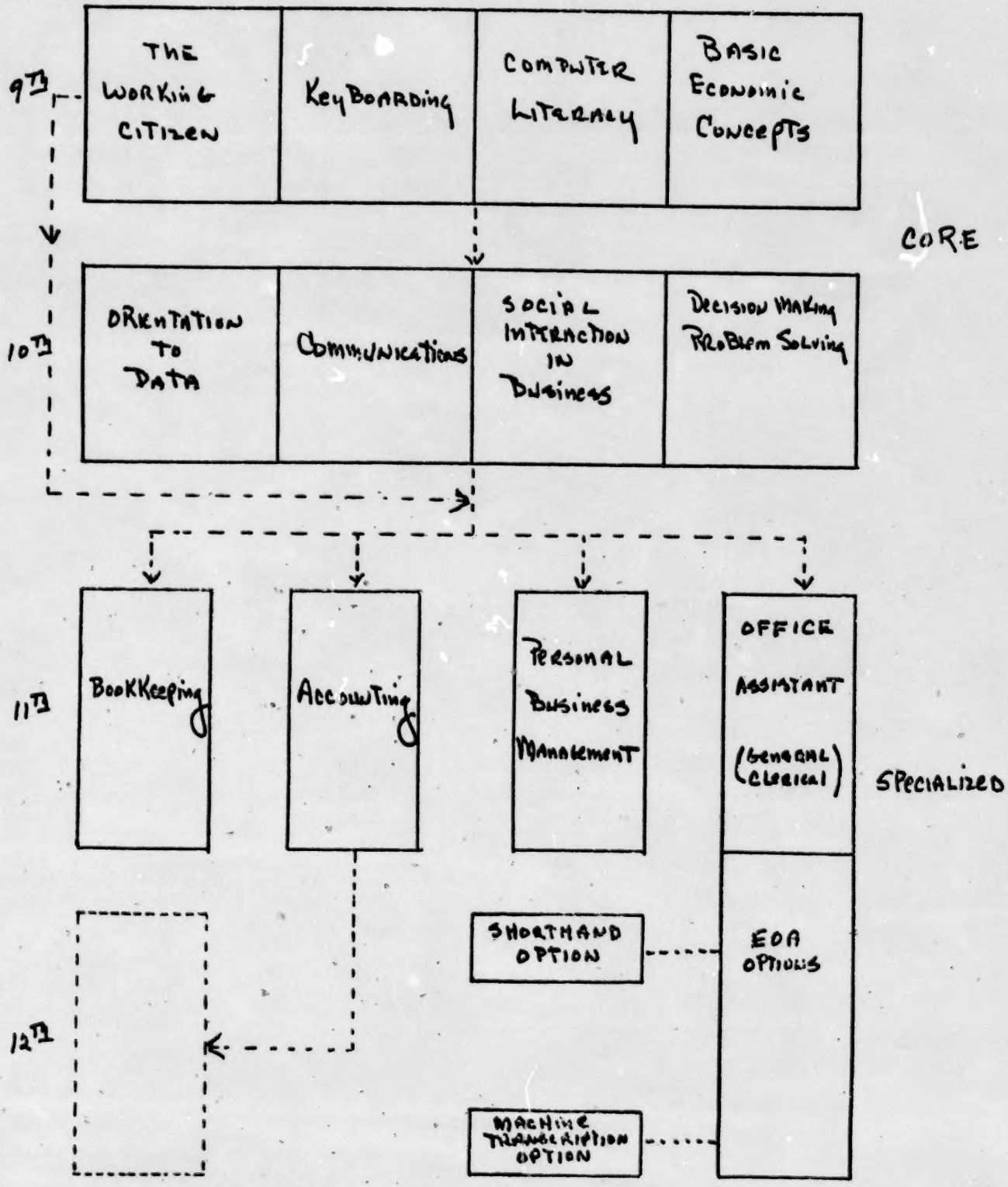
September	New curriculum implemented into 9th grade. Interim Administrative Handbook in effect for class of '85.
1982*	
September	New curriculum implemented into 10th grade.
1983	
January	Core Competency Test available. To be administered in January and/or June to 10th graders.
June	Last Regents examination in Business Mathematics.
September	New curriculum implemented into 11th grade. Administrative Handbook distributed.
1984	
June	Last Regents examinations in: Business Law Shorthand II and Transcription Bookkeeping/Accounting II Typewriting competency tests discontinued
September	New curriculum implemented into 12th grade.
1985	
June	New Regents examinations offered, one for each vocational program.

*Area Meetings and inservice workshops during 1982-85 will be devoted to pertinent topics as new curriculum is implemented

**ISSOE will be used to continue the development and refinement of the Business Education Curriculum.

Funding Considerations

EXAMPLE 1


9TH
THE WORKING CITIZEN
KEYBOARDING
COMPUTER LITERACY
BASIC ECONOMIC CONCEPTS
CORE
10TH
ORIENTATION TO DATA
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DECISION MAKING PROBLEM SOLVING
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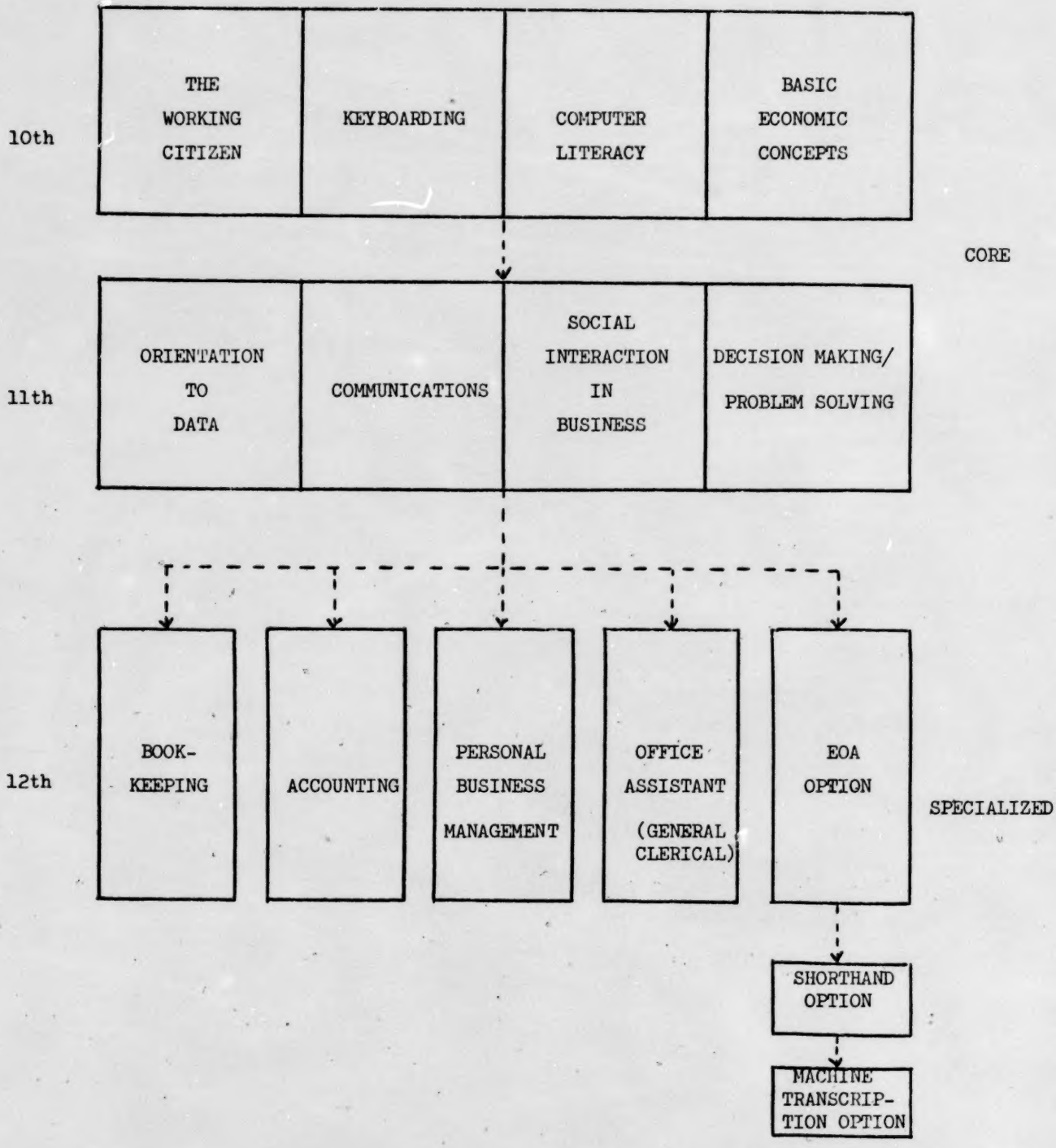
12TH
SHORTHAND OPTION
EDP OPTIONS
MACHINE TRANSCRIPTION OPTION

EXAMPLE 2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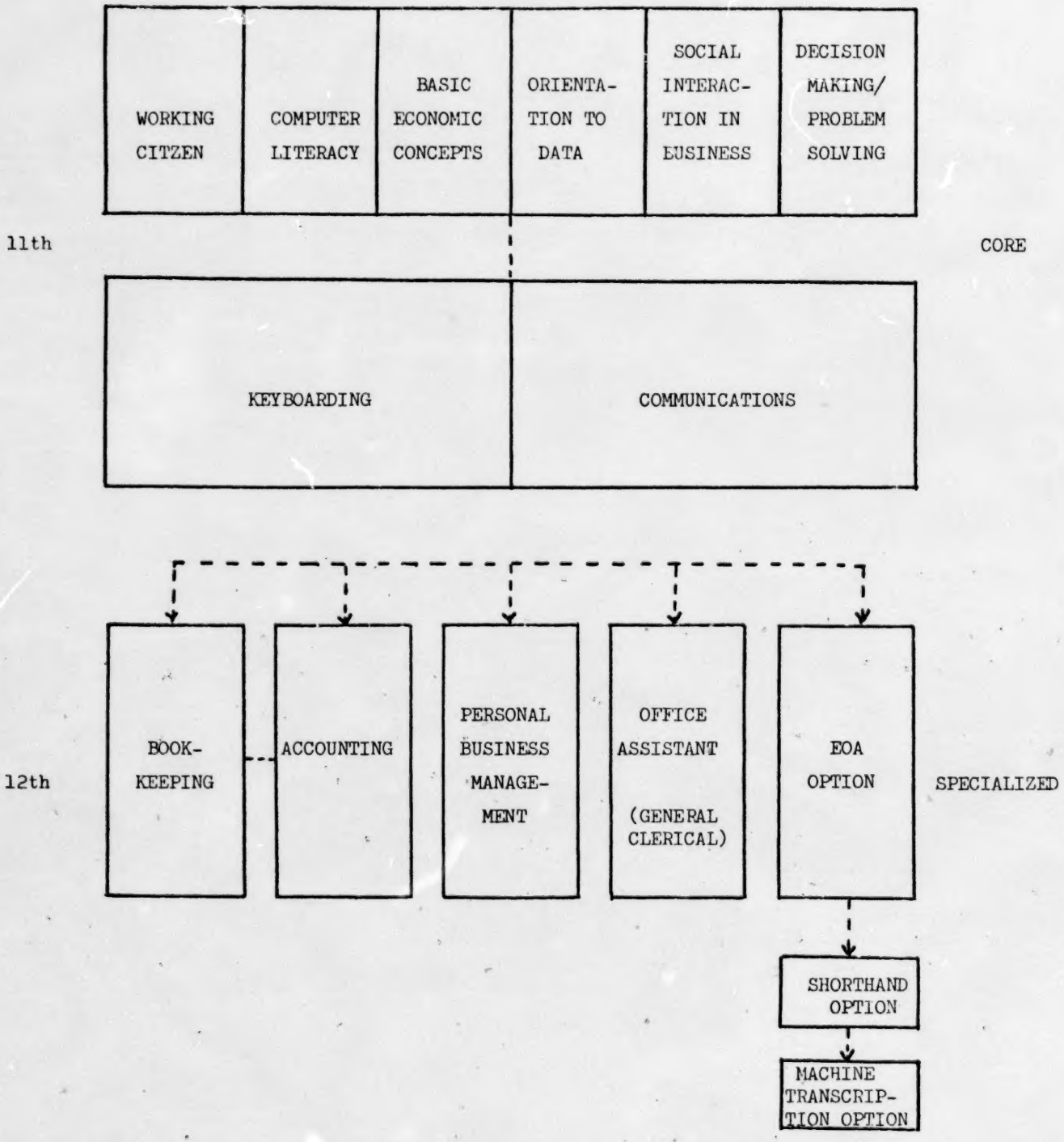
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